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ABSTRACT

The Cognitive Skills Assessment Battery (CSAB) is the readiness test administered to all first graders entering public school in South Carolina, mandated by the State Board of Education. It is an individually administered battery that is not timed, but requires about 25 to 30 minutes per child. Performance on the CSAB provides valuable information about the child at the time of testing and should be used for planning appropriate programs for each child. Scores should not be used for tracking or labeling children. While data can provide information about which subgroups may need additional developmental activities, they cannot provide information about any cause-and-effect relationships. CSAB test results are compared for the years 1979 through 1988. Of the 56,600 first graders tested in August and September 1988, 74.8% were classified as "ready" with a minimum score of 88 out of 117 possible points. This proportion is about the same as the preceding year. However, slight gains over the past year were made by the private/non-profit kindergarten group and the Head Start group. The percentage of South Carolina students judged to be "ready" for grade 1 rose 14.6 points between 1979 and 1988. Increased attention to kindergarten objectives by public and private programs for 5-year-olds, the rising number of students participating in pre-first grade educational programs, and the initiation of statewide programs for "at risk" 4-year-olds are seen as reasons for these gains. Five bar graphs present testing trend data. Appendix A presents three tables of student results; Appendix B contains two tables of readiness scores by school districts. (SLD)

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COGNITIVE SKILLS ASSESSMENT BATTERY (CSAB): RESULTS FROM FALL, 1988, ADMINISTRATION

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TEST ADMINISTRATION – READINESS

Introduction

Section 1(b)(1) of the 1978 Act 631 (Basic Skills Assessment Program) requires that a readiness test be administered to all public school students at the beginning of Grade 1. According to the legislation, the test was to be designed to measure a student's readiness to begin the formal school curriculum; and the results of the test were to be used to provide appropriate developmental activities to the first grade student. Additionally, the law requires that school districts advise the parents of any student not indicating readiness for first grade work to secure a complete physical examination for that child.

On June 8, 1979, the State Board of Education adopted the *Cognitive Skills Assessment Battery (CSAB)*, as the readiness test to be administered to all entering public school first graders in accordance with Section 1(b)(1) of Act 631. The *Boehm/Slater: Cognitive Skills Assessment Battery (CSAB)*, published by Teachers College Press, is an individually administered readiness battery requiring approximately 25 to 30 minutes per child. The test is not timed; and, in the administration of the instrument, a teacher is encouraged to use as much time as necessary to obtain an accurate assessment of each child. The instrument includes items related to the following areas: basic information, number knowledge, information from pictures, picture comprehension, story comprehension, multiple directions, large muscle coordination, auditory memory, visual–motor coordination, sentence recall, vocabulary, visual memory, symbol discrimination, letter knowledge, visual–auditory discrimination, auditory discrimination, and response during assessment.

Section 1(a) of Act 631 requires that the State Board of Education set a minimum standard for the readiness test. In accordance with this requirement, the Department of Education and the State Board identified a standard below which a child would be considered as "not ready." The selection of this minimum standard was based on data collected during the fieldtest of the *CSAB* during Spring, 1979. The standard which was selected was 88 of a possible 117 points on the *CSAB*.

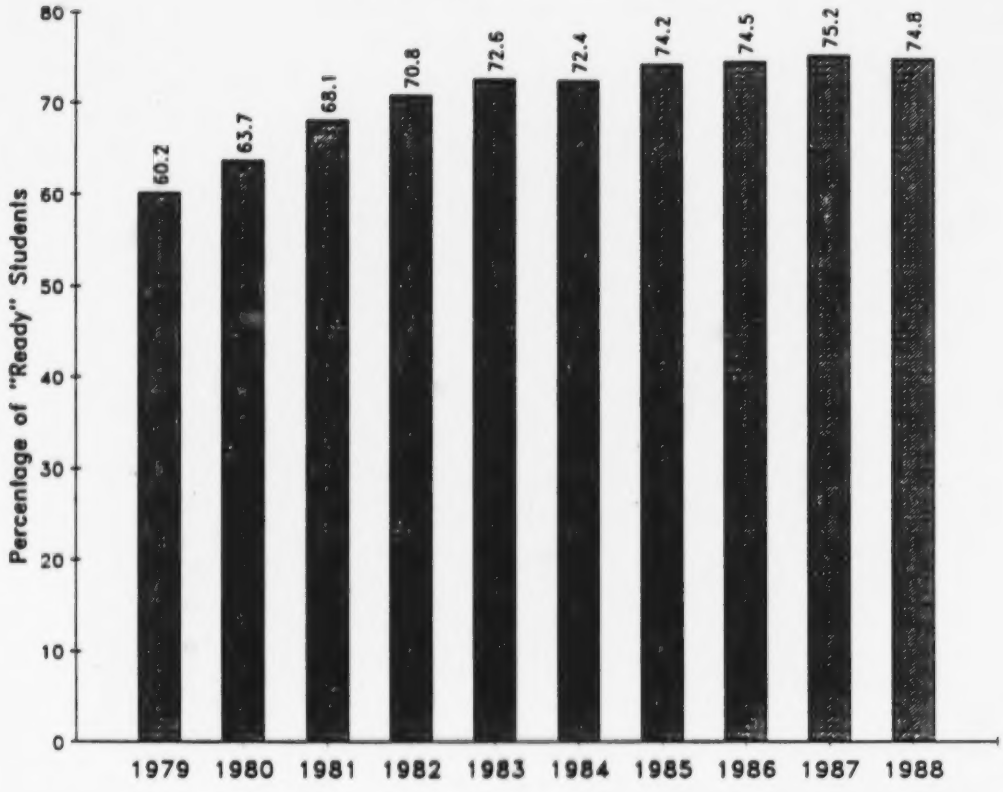
Two major cautions appear to be in order concerning the interpretation of the test results. The first of these relates to the minimum standard for the determination of readiness. Students' performance on the *CSAB* provides valuable information concerning their degree of readiness **at the time of testing** and should be used by teachers for the purpose of planning appropriate programs for each child. The scores should not, however, be viewed as unchanging or unchangeable and under no circumstances should the scores be used for the purpose of labeling or tracking children. The test results simply provide information to be used in meeting the needs of each child.

The second area in which extreme caution needs to be exercised in data interpretation deals with the performance of various subgroups within the total population of first graders. While data for various subgroups can provide information as to which of the subgroups, as a whole, may need additional developmental activities in the first grade, the data cannot and should not be used as a basis for making cause–and–effect statements. This caution about the interpretation of the data is applicable to any comparisons where the populations involved differ significantly on some important characteristic(s).

State Readiness Results for 1979—1988

Figure 1 presents the percentages of all students classified as "ready" between 1979 and 1988.

Figure 1
Cognitive Skills Assessment Battery
Comparison Across Years

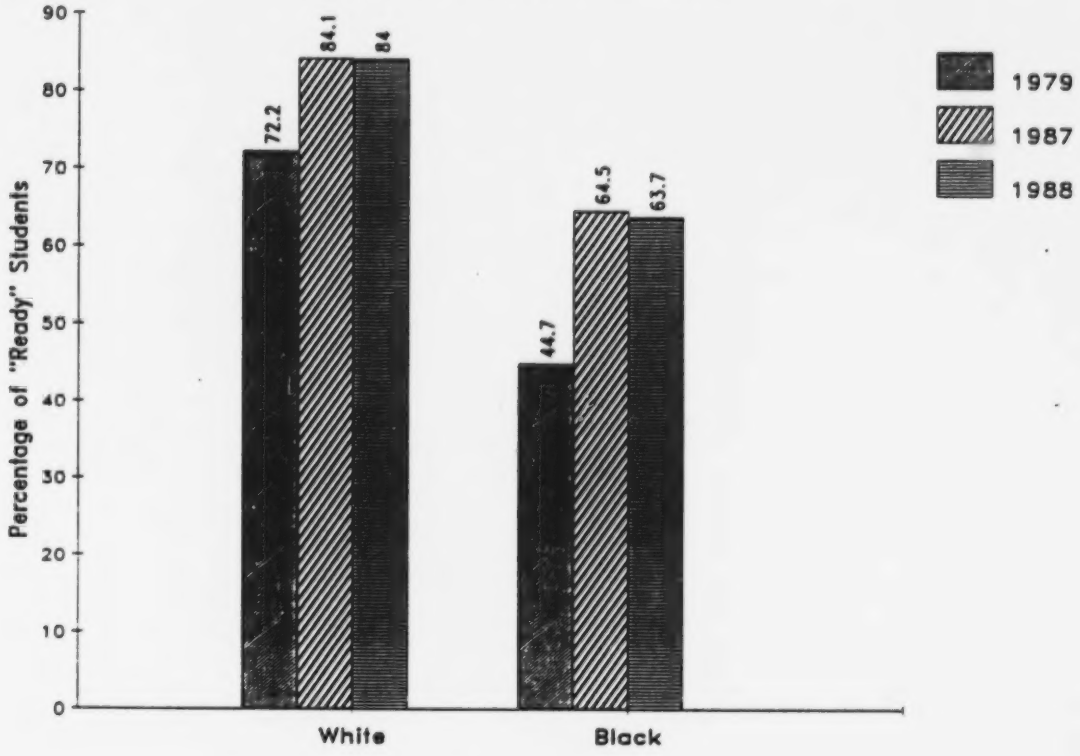


Of the 56,600 first graders tested on the *CSAB* in August and September of 1988, 74.8% were classified as "ready" with a minimum score of 88 out of 117 possible points. The proportion of students "ready" for the first grade has remained basically the same for the past year, as last year's (1987's) percentage was 75.2. Approximately 24% of first graders were classified as "not ready" in 1988.

Figure 1 also reveals the upward trend in "readiness" scores over the past ten years. Between 1979 and 1988, the number of students classified as "ready" increased 14.6 percentage points.

Figure 2 shows the changes in the percent of "ready" students in two different ethnic/racial classifications, black and white, for the years 1979, 1987, and 1988. The numbers of students in the other three classifications were so small that conclusions regarding changes across years might be misleading. Both percentages and numbers of students in all classifications are reported in Table 1 in Appendix B.

Figure 2
CSAB Readiness of Black and White Subpopulations
1979, 1987, and 1988



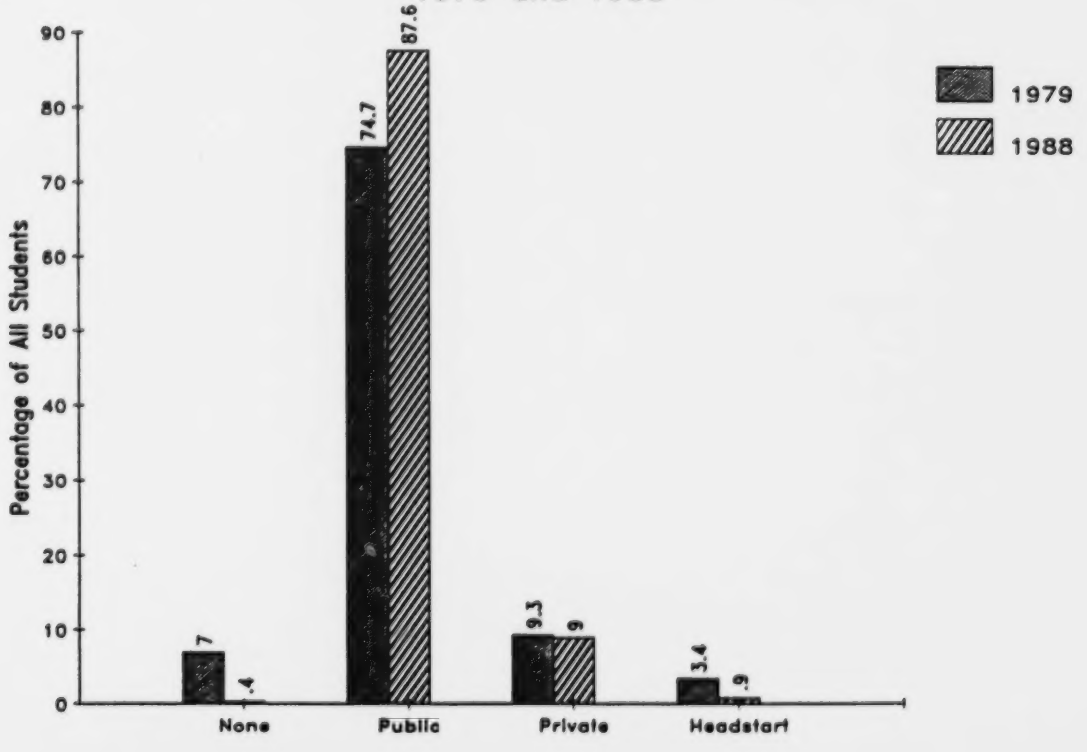
As depicted in Figure 2, the scores of neither the black nor white students reflected great changes in "readiness" between 1987 and 1988. The percent "ready" for white students was 84.1 in 1987 and 84.0 in 1988. For the black students, the percent "ready" dropped slightly from 64.5 in 1987 to 63.7 in 1988.

Performance on the *CSAB* still showed significant improvement for both subpopulations between 1979 and 1988, however. The scores of the white students rose from 72.2% "ready" in 1979 to 84.0% in 1988, a gain of 11.8 percentage points. The gains reflected for black students for the ten–year period were of greater magnitude, increasing from 44.7% in 1979 to 63.7% in 1988, a gain of 19 percentage points.

Differences in pre–first grade education, home environment factors, and other factors all combine to produce the "readiness" of a child for the first grade. One possible explanation for the differences in scores, educational experiences, can be examined through available data.

The pre–first grade educational experience of South Carolina students changed considerably between 1979 and 1988. Figure 3 reflects the percent of students in each of the experiential categories in 1979 and in 1988.

Figure 3
Percentage of All Students With Differing
Pre–First Grade Educational Experience
1979 and 1988



Of particular significance is the change in the percentage of students with no pre–first grade educational program, from 7% in 1979 to 0.4% in 1988. Meanwhile, the number of students attending public kindergarten rose from 74.7% in 1979 to 87.6% in 1988. The steady growth in the number of students attending some type of pre–first grade program may account for much of the increase in "readiness" for all students over the past ten years.

The percentages of students classified as "ready" in groups with different kinds of pre–first grade educational experiences are shown in Figure 4. Both the numbers and percentages of "ready" students in each of the three categories, as well as groups labeled "other" and "unknown", are presented in Table 2 in Appendix B.

Figure 4
CSAB Readiness of Subpopulation Varying in Pre–First Grade Educational Experiences 1979, 1987, and 1988

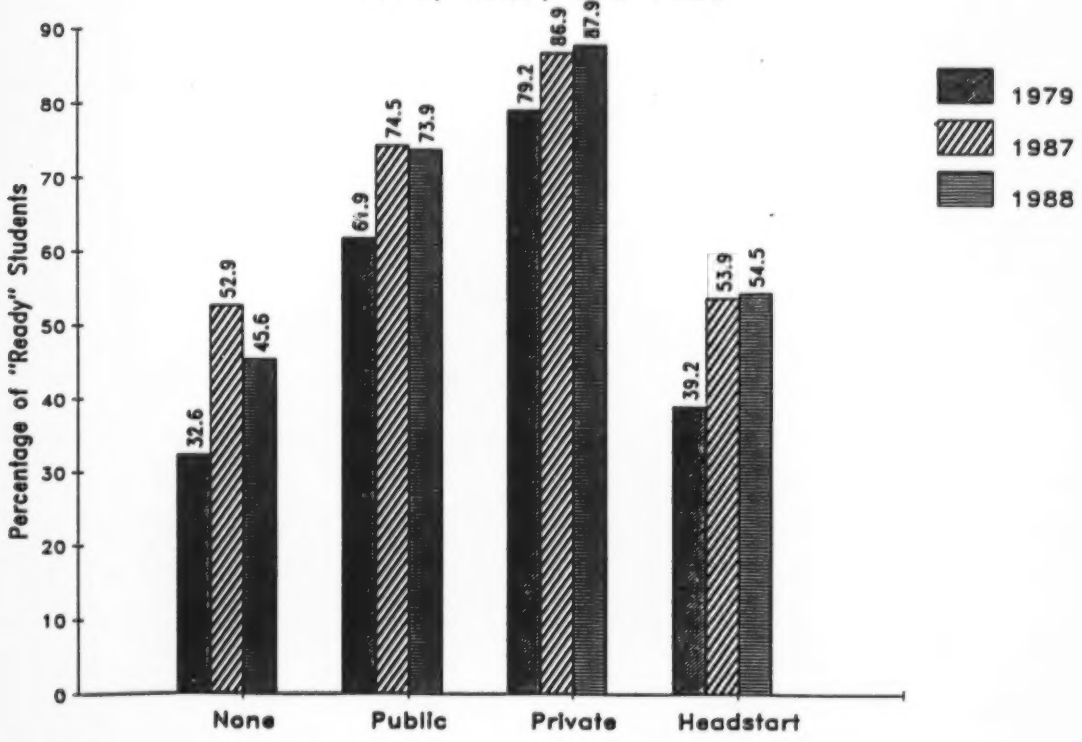


Figure 4 reveals that the only gains over the past year are for the Private Kindergarten group, although the Head Start group also exhibited a similar but smaller gain. The percentage of "ready" Private Kindergarten students rose from 86.9% in 1987 to 87.9% in 1988, a gain of 1.0%. Meanwhile, the percentage of "ready" Head Start students rose from 53.9% in 1987 to 54.5% in 1988. As noted earlier, the number of students with no preschool education program was especially small and has been unstable over the past years, so excessive interpretation of changes in percentages across years should be avoided.

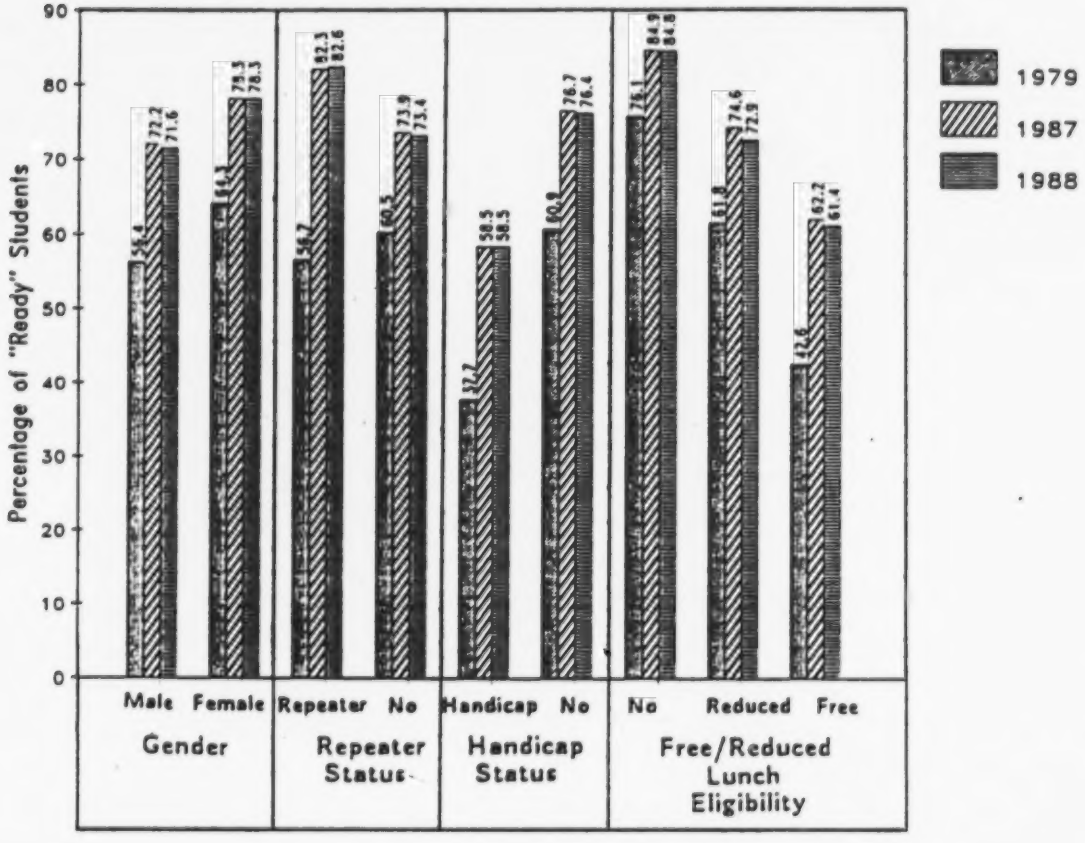
The percentage of "ready" students in the public kindergarten group showed little change over the past year, although the percentage did drop slightly. Figure 4 shows the "readiness" percentage for public kindergarten students as 74.5 in 1987 and 73.9 in 1988.

Gains across the last ten years were dramatic for all groups. There was a substantial increase across the ten–year period for the group of students from Head Start, with the percent "ready" increasing from 39.2 in 1979 to 54.5 in 1988, a gain of 15.3%. The percent "ready" in the group with public kindergarten rose 12 points, from 61.9 in 1979 to 73.9 in 1988. In the group with private/non–profit kindergarten readiness levels rose from 79.2% in 1979 to 87.9 in 1988, an increase of 8.7 percentage points.

There are several factors which may have contributed to the impressive gains for all groups between 1979 and 1988. School observations by staff and conversations with school administrators and teachers have suggested that kindergarten objectives continue to receive more emphasis in public school programs, as well as in other programs for five–year olds. In addition, the enrollment of students identified as "at risk" in public programs for four–year–olds is increasing across the state. A combination of these factors and the increase in the number of children attending pre–first grade educational programs offers a viable hypothesis for the increase in scores.

Figure 5 shows the percent of students classified as "ready" who differ in gender, repeater status, handicapped status, and free lunch eligibility for 1979, 1987, and 1988. Table 3 which depicts the "readiness" levels of these groups between 1979 and 1988 may be found in Appendix B.

Figure 5
CSAB Readiness of Subpopulations for Gender, Repeater Status, Handicapped Status, and Free Lunch Eligibility for 1979, 1987, and 1988



As reported in Figure 5, the percentages of male and female students who were "ready" for first grade activities changed very little between 1987 and 1988. The proportion of females who were "ready", 78.3%, did not change from 1987 to 1988. However, males experienced a slight drop in their readiness proportion from 72.2% in 1987 to 71.6% in 1988.

As presented in Figure 5, the readiness levels of neither repeaters nor non–repeaters showed significant change between 1987 and 1988. The percentage of repeating students who were "ready" was 82.3 in 1987 and 82.6 in 1988; whereas, the number of non–repeating students "ready" was 73.9 in 1987 and 73.4 in 1988.

The percentage of students "ready" for the first grade did not change for the group of students labeled as handicapped (Figure 5). The percentage for handicapped students for both years, 1987 and 1988 was 58.5. The "ready" percentage for the non–handicapped students was 76.7 in 1987 and 76.4 in 1988.

Finally, changes in the "readiness" levels for the last group of students, those differing in free lunch eligibility status, shown in Figure 5, indicated a slight decrease over the past year. The percentages judged as "ready" on the *CSAB* in the group not eligible for free/reduced lunch group were 84.9 in 1987 and 84.8 in 1988. The equivalent percentages for the reduced lunch group were 74.6 in 1987 and 72.9 in 1988 and, for the free lunch group, 62.2 in 1987 and 61.4 in 1988.

However, the "readiness" of all these groups improved greatly across the past ten years. The largest changes were for repeaters (25.9 percentage points), handicapped students (20.8 points), and students eligible for free lunch (18.8 points).

District Results for 1988

The percentage of students classified by the *CSAB* as "ready" in each district is reported in Appendix D. Included in this listing are the number of students tested (NTESTED), percentage of students not participating in any type of formal education program for five–year–olds (PNOEXP), and the percentage of students in the free/reduced lunch eligibility category (PERLUNCH).

Interpretation of changes in scores across time and/or comparisons of districts should be done only with cognizance of the following cautions.

1. There may be wide variation in readiness among schools within the same district.
2. *CSAB* scores are strongly related to several student characteristics, so comparisons of districts are valid only if the student populations are considered.
3. District scores normally fluctuate from year to year, and the degree of fluctuation is usually higher for small districts.
4. Because of the developmental nature of "readiness", there is little likelihood that all of the students in any district will ever be classified as "ready".

Summary

The percentage of students "ready" for first grade activities, according to their *CSAB* scores, did not change significantly between 1987 and 1988. In 1987, 75.2% of the students were "ready". In 1988, 74.8% of the students were "ready".

The "readiness" of several subpopulations of students was also examined. Slight gains over the past year were made by the Private/non–profit kindergarten group and the Head Start group. However, other groups exhibited slight decreases. Although these decreases were not of any great magnitude, the data indicate that a "leveling–off" effect has occurred.

Nevertheless, changes over the last ten years in the total percent of South Carolina students judged to be "ready" for the first grade remain impressive. This percentage rose 14.6 percentage points between 1979 and 1988. Increased attention to kindergarten objectives by public and private programs for five–year–olds, the rising number of students participating in a pre–first grade educational program, and the initiation of statewide programs for "at risk" four–year–olds were all suggested as reasons for these gains.

APPENDIX A

NUMBER AND PERCENT OF STUDENTS TESTED ON CSAB, BY SUBPOPULATION 1979, 1987, AND 1988

TABLE 1

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY ETHNIC GROUPS 1979, 1987, AND 1988

Subgroup	1979 # Tested / % of Total	1979 # Ready / % Ready	1987 # Tested / % of Total	1987 # Ready / % Ready	1988 # Tested / % of Total	1988 # Ready / % Ready
White	26,983 55.6	19,492 72.2	30,044 53.9	25,268 84.1	30,837 54.5	25,902 84.0
Black	21,047 43.4	9,398 44.7	25,053 45.0	16,151 64.5	25,086 44.3	15,969 63.7
Asian American	263 0.5	171 65.0	339 0.6	264 77.9	333 0.6	260 78.1
Hispanic	98 0.2	63 64.3	183 0.3	123 67.2	261 0.5	161 61.7
American Indian	54 0.1	17 31.5	56 0.1	42 75.0	59 0.1	40 67.8
Unknown	80 0.2	47 58.8	37 0.1	29 78.4	24 0.04	15 62.5
ALL STUDENTS	48,525 100.0	29,188 60.2	55,712 100.0	41,877 75.2	56,600 100.0	42,347 74.8

TABLE 2

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY TYPE OF EDUCATIONAL PROGRAM EXPERIENCED AS A FIVE–YEAR OLD 1979, 1987, AND 1988

Subgroup	1979 # Tested[a] / % of Total	1979 # Ready / % Ready	1987 # Tested[a] / % of Total	1987 # Ready / % Ready	1988 # Tested[a] / % of Total	1988 # Ready / % Ready
No Program	3,390 7.0	1,105 32.6	350 0.6	185 52.9	237 0.4	108 45.6
Public Kindergarten	36,147 74.7	22,358 61.9	48,264 86.6	35,943 74.5	49,583 87.6	36,650 73.9
Private or Non–Profit Kindergarten	4,525 9.3	3,584 79.2	5,085 9.1	4,419 86.9	5,103 9.0	4,483 87.9
Head Start	1,627 3.4	638 39.2	742 1.3	400 53.9	521 0.9	284 54.5
Other (Nursery Schools, etc.)	807 1.7	499 61.8	325 0.6	251 77.2	290 0.5	238 82.1
Unknown	1,909 3.9	930 48.7	836 1.5	593 70.9	736 1.3	493 67.0
ALL STUDENTS	*48,406 100.0	*29,114 60.2	55,712 100.0	41,877 75.2	56,600 100.0	42,347 74.8

[a] Note: "# Tested" in this table differs from "# Tested" in Table 1 because the data for some students were not recorded on the response forms.

TABLE 3

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY SEX, FIRST GRADE REPEATER OR NON–REPEATER, HANDICAPPED OR NON–HANDICAPPED, AND ELIGIBILITY FOR FREE/REDUCED–PRICE LUNCH PROGRAM 1979, 1987, AND 1988

Subgroup [a]	1979 # Tested / % of Total	1979 # Ready / % Ready	1987 # Tested / % of Total	1987 # Ready / % Ready	1988 # Tested / % of Total	1988 # Ready / % Ready
Female	23,142 47.7	14,876 64.3	26,948 48.4	21,093 78.3	27,050 47.8	21,190 78.3
Male	25,340 52.2	14,286 56.4	28,745 51.6	20,767 72.2	29,539 52.2	21,148 71.6
Repeaters	4,951 10.2	2,807 56.7	8,798 15.8	7,239 82.3	8,678 15.3	7,166 82.6
Non–Repeaters	43,430 89.8	26,279 60.5	46,808 84.0	34,568 73.9	47,820 84.5	35,111 73.4
Handicapped	1,629 3.4	614 37.7	4,544 8.2	2,657 58.5	4,764 8.4	2,787 58.5
Non–Handicapped	46,768 96.6	28,485 60.9	51,040 91.6	39,132 76.7	51,674 91.3	39,454 76.4
Not Eligible for Free/ Reduced Price Lunch	20,447 42.3	15,564 76.1	29,639 53.2	25,164 84.9	30,553 54.0	25,901 84.8
Eligible for Reduced Price Lunch	3,376 7.0	2,085 61.8	3,690 6.6	2,751 74.6	3,675 6.5	2,680 72.9
Eligible for Free Lunch	17,866 36.9	7,607 42.6	21,855 39.2	13,593 62.2	21,763 38.5	13,370 61.4

[a] Note: Numbers of percentages for subgroups may differ from those for the State because of incomplete data for some students.

APPENDIX B

CSAB, FALL, 1979, TO FALL, 1988
PERCENT "READY" BY DISTRICT

CSAB DISTRICT SCORE SUMMARY
PERCENT OF STUDENTS CLASSIFIED AS READY

DISTRICT	NUMBER TESTED	PNDEXP[1]	PERLUNCH[2]	CSAB 1979	CSAB 1980	CSAB 1981	CSAB 1982	CSAB 1983	CSAB 1984	CSAB 1985	CSAB 1986	CSAB 1987	CSAB 1988
ABBEVILLE	357	0.0	43.1	61.4	53.7	60.9	66.1	74.8	72.3	76.9	72.6	76.8	76.2
AIKEN	2082	0.1	37.7	55.8	59.1	64.7	64.0	66.4	67.7	65.7	66.4	66.9	66.3
ALLENDALE	223	0.0	87.9	42.2	62.4	53.1	62.2	67.6	61.3	54.9	57.2	64.3	58.3
ANDERSON 01	435	0.0	19.8	68.0	68.6	76.6	84.3	86.4	82.5	81.4	80.0	88.1	87.8
ANDERSON 02	314	0.3	19.4	56.7	64.2	66.9	74.0	72.7	69.5	75.6	77.0	77.3	87.6
ANDERSON 03	208	0.0	28.9	54.8	51.6	66.5	68.5	68.5	67.7	76.2	77.3	69.4	72.6
ANDERSON 04	205	0.5	30.7	61.2	67.0	68.7	73.6	77.5	81.6	71.2	83.1	83.5	73.7
ANDERSON 05	963	0.3	32.7	64.5	73.3	77.3	81.5	80.7	77.2	80.9	80.7	79.3	80.2
BAMBERG 01	166	0.0	63.9	54.2	62.9	76.4	72.7	58.2	76.3	65.6	78.9	82.0	86.1
BAMBERG 02	136	0.0	92.7	47.8	42.1	66.7	58.9	78.0	78.4	72.7	76.0	75.7	63.2
BARNWELL 19	105	0.0	62.9	52.3	34.8	62.8	66.3	89.8	74.2	71.6	81.8	82.8	78.1
BARNWELL 29	103	0.0	21.4	32.2	50.5	37.8	58.1	50.0	63.5	68.5	71.4	70.8	68.9
BARNWELL 45	205	0.0	47.8	71.4	62.5	59.1	65.4	74.7	77.0	75.9	79.2	79.5	81.0
BEAUFORT	1124	0.4	45.3	64.2	73.9	72.4	74.5	79.0	83.5	80.0	81.5	85.0	80.4
BERKELEY	2487	0.8	31.9	67.3	63.1	74.4	74.5	78.5	79.1	78.7	76.8	75.4	73.8
CALHOUN	187	0.0	77.0	55.4	53.3	46.4	54.2	75.5	75.1	73.3	76.6	72.4	69.0
CHARLESTON	4430	0.8	50.8	59.3	64.0	71.8	70.2	73.3	72.8	73.8	72.9	73.8	74.9
CHEROKEE	703	0.3	44.1	52.3	57.9	57.9	61.6	64.9	62.1	70.4	72.9	72.8	71.3
CHESTER	555	0.2	50.3	43.8	50.7	66.7	63.5	60.1	59.2	60.6	66.0	72.1	69.0
CHESTERFIELD	698	0.3	57.7	46.9	54.5	58.6	63.7	62.3	68.9	64.7	63.6	64.5	62.2
CLARENDON 01	116	0.0	95.7	33.0	78.5	69.3	61.1	66.1	57.6	71.4	69.1	64.8	63.8
CLARENDON 02	329	0.0	96.1	46.3	69.4	67.1	72.0	72.4	84.1	79.0	78.8	73.2	71.7
CLARENDON 03	122	1.6	41.0	48.4	54.3	45.1	55.8	68.8	63.6	76.6	68.4	67.5	71.3
COLLETON	592	0.2	55.5	53.1	46.0	56.4	56.0	63.8	64.0	68.8	67.7	68.2	66.4
DARLINGTON	996	0.0	55.7	57.1	65.6	71.1	71.9	74.5	76.0	73.6	72.8	72.4	74.4
DILLON 01	105	0.0	67.6	23.1	60.3	60.7	78.8	66.7	71.3	64.4	73.4	59.3	73.3
DILLON 02	402	0.0	72.9	42.6	48.5	56.2	61.6	61.2	66.1	63.4	79.3	75.4	68.2
DILLON 03	137	0.0	71.5	60.4	61.3	78.9	62.5	73.7	84.2	78.7	83.4	82.4	74.5
DORCHESTER 01	n/a	n/a	0.0	58.6	67.4	57.6	60.8	52.0	56.9	71.2	70.5	n/a	n/a
DORCHESTER 02	1231	0.4	23.0	69.2	69.8	75.4	75.4	77.2	75.6	77.1	81.3	80.1	80.1
DORCHESTER 03	n/a	n/a	0.0	52.3	50.6	56.2	55.4	65.8	58.6	57.5	63.0	n/a	n/a
DORCHESTER 04	251	0.0	69.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	59.5	73.3
EDGEFIELD	398	0.0	59.8	46.4	56.2	54.7	61.3	62.7	60.6	64.6	67.8	72.2	68.8
FAIRFIELD	344	0.3	70.6	35.7	45.6	42.7	61.3	62.6	57.9	78.1	80.6	82.6	75.6
FLORENCE 01	1367	0.5	47.7	62.9	65.6	69.0	73.5	72.9	63.4	73.3	74.1	74.1	74.8
FLORENCE 02	119	0.0	67.2	54.9	71.7	72.6	74.6	64.7	68.9	73.3	74.8	80.6	82.4
FLORENCE 03	458	0.4	72.1	47.6	56.3	62.1	64.3	62.7	56.2	64.4	55.5	59.7	58.3
FLORENCE 04	104	0.0	82.7	48.5	53.4	45.4	41.2	34.7	46.7	68.9	59.3	57.0	64.4
FLORENCE 05	147	0.0	61.9	57.3	63.2	61.9	66.7	67.0	75.4	66.4	67.2	63.2	61.9
GEORGETOWN	999	0.4	58.2	51.6	49.2	58.3	62.9	63.1	60.1	69.5	68.1	69.4	65.6
GREENVILLE	4923	0.8	33.2	69.9	70.5	71.7	73.9	75.4	77.4	78.4	77.3	77.4	77.9
GREENWOOD 50	786	0.1	44.4	63.3	64.0	64.4	73.2	70.0	67.0	71.5	72.5	73.9	71.9
GREENWOOD 51	85	0.0	24.7	71.1	78.3	82.0	85.5	86.2	84.8	90.8	80.2	85.9	77.6
GREENWOOD 52	125	0.0	24.8	83.9	82.7	78.8	75.3	74.3	88.8	91.1	93.5	87.0	84.8
HAMPTON 01	263	0.0	63.1	53.8	62.4	72.0	69.6	76.1	70.6	74.2	74.0	72.7	66.2
HAMPTON 02	125	0.0	89.6	27.9	25.4	34.7	46.7	50.8	57.6	48.5	67.3	55.3	56.8
HORRY	2019	0.0	46.5	58.3	61.7	64.1	70.7	74.7	74.9	76.0	74.4	72.3	75.8

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CSAB DISTRICT SCORE SUMMARY
PERCENT OF STUDENTS CLASSIFIED AS READY

DISTRICT	NUMBER TESTED	PNDEXP[1]	PERLUNCH[2]	CSAB 1979	CSAB 1980	CSAB 1981	CSAB 1982	CSAB 1983	CSAB 1984	CSAB 1985	CSAB 1986	CSAB 1987	CSAB 1988
JASPER	277	0.0	76.9	32.9	37.5	47.2	48.9	59.6	68.4	72.0	64.4	61.5	75.8
KERSHAW	755	0.1	45.7	66.5	66.5	75.7	77.2	79.0	76.9	77.5	80.0	79.9	80.1
LANCASTER	1020	0.2	44.2	57.8	64.2	69.4	69.3	69.7	75.6	79.1	77.9	80.8	78.7
LAURENS 55	551	0.5	28.7	61.1	73.6	73.3	71.6	76.2	71.2	73.5	69.9	72.3	75.7
LAURENS 56	302	0.0	35.1	55.3	54.9	59.2	66.7	64.3	65.2	73.5	71.7	72.1	69.9
LEE	346	0.0	79.2	52.9	70.1	81.7	63.2	62.4	75.7	66.6	67.7	77.5	73.4
LEXINGTON 01	948	0.7	15.8	68.5	75.0	79.0	81.2	84.3	82.7	78.8	81.3	84.7	82.7
LEXINGTON 02	861	0.7	29.6	62.6	60.6	67.8	68.2	70.1	73.9	71.7	70.0	72.2	66.8
LEXINGTON 03	220	0.9	57.3	59.1	77.6	75.0	88.4	70.9	68.3	71.5	70.2	70.4	71.4
LEXINGTON 04	188	1.1	20.7	51.4	57.9	52.2	62.4	58.2	70.1	66.4	71.1	68.9	73.4
LEXINGTON 05	882	0.2	06.2	87.6	87.2	89.8	93.4	94.3	92.5	94.2	93.7	92.4	91.7
MARION 01	333	0.3	69.4	63.4	65.0	68.0	67.6	73.1	71.8	78.6	78.1	76.3	75.4
MARION 02	258	0.4	68.2	49.1	51.5	46.2	61.4	61.6	71.3	65.9	69.2	73.5	67.1
MARION 03	68	0.0	91.2	38.1	62.3	61.4	51.4	73.0	68.8	53.6	69.6	74.2	72.1
MARION 04	49	2.0	83.7	60.4	64.1	47.2	83.3	54.8	68.9	81.8	68.1	70.7	67.3
MARLBORO	535	0.4	77.0	46.7	57.5	56.4	65.7	64.8	69.0	65.9	62.0	72.8	62.8
MCCORMICK	129	0.0	80.6	50.0	68.5	61.3	58.5	68.6	72.3	70.8	67.6	76.9	72.1
NEWBERRY	513	0.4	48.5	53.6	66.0	73.0	72.8	79.4	73.8	78.0	77.9	77.9	75.2
OCONEE	836	0.4	25.2	71.4	69.7	73.2	77.1	77.8	79.4	82.7	81.9	83.5	83.3
ORANGEBURG 01	89	0.0	77.5	56.1	86.8	71.1	79.6	80.0	68.1	78.3	80.0	85.7	93.3
ORANGEBURG 02	86	0.0	94.2	43.2	51.1	59.1	41.5	81.3	62.5	86.3	97.0	96.1	86.0
ORANGEBURG 03	313	0.3	87.2	56.3	51.8	64.7	65.5	64.6	66.3	66.0	64.2	66.9	74.4
ORANGEBURG 04	158	0.0	47.5	64.9	61.9	58.2	67.6	86.9	83.0	84.5	84.8	81.9	85.4
ORANGEBURG 05	649	0.2	69.2	54.6	55.5	61.5	64.1	68.6	69.5	65.6	72.0	72.0	75.8
ORANGEBURG 06	96	0.0	68.8	27.6	43.7	31.1	29.9	45.7	58.0	75.9	79.1	94.4	91.7
ORANGEBURG 07	93	1.1	92.5	34.4	39.4	50.0	52.5	56.2	64.0	69.1	79.1	79.2	69.9
ORANGEBURG 08	53	0.0	67.9	79.2	73.3	29.8	73.3	70.0	65.8	84.0	74.6	79.3	79.2
PICKENS	1220	0.3	24.3	69.4	71.8	75.6	76.9	79.1	76.6	79.1	79.8	80.1	81.6
RICHLAND 01	2587	0.7	57.8	56.7	59.1	61.3	66.4	66.9	65.5	66.0	68.3	67.4	68.2
RICHLAND 02	981	0.1	21.3	71.3	69.1	74.1	77.4	80.7	78.0	81.7	79.8	79.0	78.2
SALUDA	232	0.4	48.7	63.7	63.8	70.5	68.8	74.3	79.3	75.4	74.3	80.4	76.7
SPARTANBURG 01	299	0.3	29.8	61.0	59.9	69.9	67.4	75.6	75.4	77.5	82.5	83.5	85.3
SPARTANBURG 02	552	0.2	27.0	68.0	69.9	74.2	79.8	82.3	86.4	85.1	87.1	80.6	74.8
SPARTANBURG 03	259	0.0	28.6	65.8	72.9	84.5	87.3	90.0	91.5	92.5	94.2	96.5	95.4
SPARTANBURG 04	189	0.0	35.5	66.1	66.0	75.7	75.8	78.4	77.2	83.4	76.3	88.4	78.3
SPARTANBURG 05	366	0.3	26.2	59.3	67.8	76.1	76.1	76.6	74.5	78.7	78.0	81.8	80.6
SPARTANBURG 06	636	0.3	29.4	78.2	79.8	84.8	82.5	86.7	89.4	88.1	87.4	85.5	89.5
SPARTANBURG 07	984	0.9	54.8	63.4	64.4	69.3	72.5	70.4	67.0	70.8	70.0	72.1	74.5
SUMTER 02	904	0.7	60.1	55.4	55.2	62.0	64.8	65.4	60.5	66.3	66.3	66.3	65.5
SUMTER 17	840	0.7	57.5	61.9	68.2	72.5	72.4	72.4	62.5	72.7	70.0	70.0	68.7
UNION	513	0.2	55.2	54.9	64.1	65.2	74.2	77.8	77.3	80.9	84.5	78.4	82.7
WILLIAMSBURG	703	0.1	88.2	46.7	54.3	54.3	63.5	56.2	58.9	64.1	64.1	65.5	70.3
YORK 01	399	0.3	28.8	45.4	44.9	51.2	60.1	62.7	66.7	70.3	69.5	74.3	72.2
YORK 02	255	0.0	22.0	56.2	59.9	69.3	70.7	73.5	76.0	77.7	73.0	81.9	78.4
YORK 03	1160	0.7	33.1	62.4	67.7	76.4	75.3	78.6	76.6	75.1	75.0	78.0	74.9
YORK 04	239	0.4	20.5	67.0	67.7	68.8	85.6	80.1	76.9	73.0	76.7	86.0	84.9

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